

CHAPTER I

INTRODUCTION

This chapter describes some points including research background, research problems, research objectives, scope and limitation, research significances, and definition of key terms.

1.1 Research Background

Second language is a socially dominant language needed for education, employment, and other basic purposes. Second language also calls a foreign language, which is might be used for cross-cultural communication situations or studied as a curricular requirement (Troike, 2006). Nowadays, learning second language earlier is important, because learning second language can make children who learn it become more proficient in their native language and will be able to communicate with a foreigner. There are great uses of English as a second language in the modern world, especially in education.

Psycholinguistic study shows that childhood is considered as the golden age for a young learner to learn the second language. That's why in this modern era, parents are looking for a school that provides an English lesson for their children. In fact, now English is not a compulsory lesson in Indonesia, but English include as an extracurricular in elementary school in Indonesia (Permendikbud, 2014). The Indonesian government is trying to improve the learning system and regulation of education in elementary school, one of which is changing the role of the English lesson (Permendikbud, 2014). Ministry of Education and Culture Stipulation Number 62-2014 about Extracurricular Activities for Primary and Secondary

Levels states that Extracurricular activities consist of compulsory extracurricular activities and elective extracurricular activities. The compulsory extracurricular activity is scouting, while elective extracurricular activities are activities developed and organized by educational units according to the talents and interests of students, one of which is English.

Therefore, teaching and learning English process requires the right way to improve students' ability. According to Cameron (2000), teachers of young children should be such that they need to understand the children, find out what they need and offer them the materials in a way that they take them with interest. A lot of teaching and learning ways and theories that can help to meet the needs of students to have interaction with somethings, friends, and environment around them. One of the great theories that can be used is "Multiple Intelligences". Multiple Intelligences can stimulate learners to have various ways to learn English. Multiple Intelligences was introduced by Howard Gardner in 1983 in his book entitled *"Frame of Mind"*.

Gardner is a psychologist and educational expert. He has been the head of the *Project Zero* team at Harvard Graduate School of Education (1994-present), a research group aimed at strengthening education. Through that project, he found the theory of multiple intelligences.

Multiple Intelligences explain that human intelligence consists of eight intelligences, there are body smart, people smart, word smart, number smart, nature smart, self-smart, picture smart, and music smart. All of the intelligences can be used in learning activities as well as teaching and learning English process (Gardner, 1993).

The activation of multiple intelligences should be done earlier, at least since elementary school age. It is because primary school age (6-12 years old) is an important time for the children because the things that they learned at that age will be the foundation for the child for further development.

In addition, Multiple Intelligences are taken into account for teaching English for Young Learners at University of Muhammadiyah Malang. English for Young Learner student teachers uses this theory to improve the English lesson quality. This is a unique concept for parents who expect their children to have an increase in learning a foreign language because Multiple Intelligences can make young learners focus on their activity. In fact, young learners tend to have short attention spans. Therefore, young learners need to have lots of English practice and memorized their English lessons. Multiple intelligences can help keep them engaged in activities and capture their attention (Shin, 2006).

Multiple intelligences can also make their learning process more fun and make them easier to understand the lesson. Besides, multiple intelligences can show students' teamwork and students' understanding in many ways (Hoerr, 2000). In this case, the student teachers can also detect that students' intelligences were active or not. If the students can show their strengths to demonstrate what they have learned, it means the students' intelligences were active (Hoerr, 2000). For example, the students can show their talent in drawing when the student teachers ask them to use their spatial intelligence or the students can show their musical intelligence in composing a song and identifying melody.

There were previous studies related to this study. A previous research by Wahyuni (2017) explained about the implementation of Multiple Intelligence-based

activities by EYL student teachers of English Language Education Department in UMM. As the result of the study, Wahyuni (2017) found that the difficulty in the study was due to the planned activity for an intelligence cannot be implemented and classroom management problem for multiple intelligences-based activities. It is supposed to make the student teachers realize some pivotal points in teaching English for Young Learners. The research by Faidah (2014) also explained about teaching strategies based on students' Multiple Intelligences used by English teachers at SD PLUS AL-KAUTSAR MALANG. The researcher found that this research can help the teachers to classified students based on their intelligences.

Meanwhile, this research is conducted by researcher to identify the types of multiple intelligences that activated in English for Young Learners student teachers classes. It also to know the reasons of using certain type Multiple Intelligences and how the teachers incorporate Multiple Intelligences in teaching English for Young Learners in UMM.

1.2 Research Problems

Based on the elaboration of research background, there are several specific research problems addressed by this study, as follows :

1. What types of multiple intelligences are activated by English for young learners student teachers classes?
2. What are the reasons for activating multiple intelligences to teach English for young learners?
3. How do the student teachers incoorporate multiple intelligences in teaching English for young learners?

1.3 Research Objectives

Based on the problems previously mentioned, the objectives of the study are as follows :

1. To identify the type of Multiple Intelligences developed by English for young learner student teachers.
2. To know the reasons for activating Multiple Intelligences to teach English for young learners.
3. To discover how the teacher incorporate Multiple Intelligences in teaching English for young learners.

1.4 Scope and Limitation

To avoid the research become broader, the scope of this study is Multiple Intelligences activated by student teachers in teaching English for Young Learners in grade six. The problem is restricted to investigate the teacher include Multiple Intelligences in teaching English for Young Learners. It is limited to the implementation of Multiple Intelligences in teaching from meeting one to meeting ten.

1.5 Research Significances

By doing this research, the writer expects that the results of the study can provide valuable information for further Student Teachers and English for Young Learners teachers.

This research is expected to be beneficial for the further student teachers who use Multiple Intelligences in English for Young Learners class. Hopefully, the further student teachers can improve their creativity and competence with Multiple Intelligences. Also, they are able to anticipate the problem of teaching in the upcoming day.

The significance of the study is for the English for Young Learners teachers. It is expected they can develop and increase their knowledge in choosing appropriate teaching methods in teaching English for Young Learners.

1.6 Definition of Key Terms

1. Multiple Intelligences: Theory of Multiple Intelligences consists of eight intelligences, they are body smart, people smart, word smart, number smart, nature smart, self-smart, picture smart, and music smart. Through that eight intelligences, every student or every person can access the information that will go to their selves. (Gardner, 1993)
2. English for Young Learner: English for Young Learner is a program that encourages interaction, provides engaging activities, and builds positive attitudes toward English learning language. English for Young Learner

program can also make the role of various languages in the country, and the language(s) spoken by children in the home.(Crandall, 2014)

3. Student Teachers: A college student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education.

